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ABSTRACT

American University president, Dr. Richard Berendzen, spoke to a global education audience about the state of U.S. education and its prospects for the future. In 1950, less than 6% of the gross national product was in foreign trade; in 1984, more than 25% was in foreign trade and growing. One job in six of U.S. production workers depends on international trade and 40% of U.S. farm crops are exported. One-third of U.S. corporate profits come from international activities. Financially, economically, socially, culturally, and politically, the United States is intertwined with the rest of the planet, now as never before, and this linkage is growing. Global education objectives to be achieved at the elementary secondary, and higher education levels are suggested. Several questions from the audience concerning global education and a variety of social problems, such as drugs and lack of motivation are included, as well as the responses given to these questions. (DB)

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TOUCH THE FUTURE

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An Agenda for Global Education in America

By Dr. Richard Berendzen

A publication of Rodale International and Inter Action

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Touch The Future

An Agenda for Global Education in America

Acknowledgments

This publication was made possible by the contributions of many people. Dr. Richard Berendzen, President of The American University, inspired us to publish the speech he delivered to the annual Forum of InterAction on May 4, 1988. Because Berendzen speaks only from note cards, our thanks go to Mr. Jonathan Deull and The Hunger Project for making their video tape of the presentation available for transcription. Mr. Thomas Keehn, Senior Consultant to InterAction, coordinated the access to the tape, which was transcribed by Joelle Danant of InterAction. In addition, Mr. Keehn worked closely with Dr. Berendzen in the first edit of the transcription and consulted with the editor in the final stages of production.

Finally, this publication would not have been possible without the printing services of **Westlawn Printing** in Sinking Spring, Pa., the contribution of pre-production services of **Rodale Press** in Emmaus, Pa., and the **National Aeronautics and Space Administration** photos.

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Dedication

This publication is dedicated to the memory of Christa McAuliffe, who "touched the future" both as a teacher and as an astronaut. She was chosen for that fateful voyage in January 1986 because she brought to teaching outstanding personal and professional skills. She knew that the future is in the minds and actions of the world's children. We have lost much with her passing, but are enriched by her having been with us.

Photo courtesy of NASA

Foreword

Dr. Richard Berendzen's powerful address, "Touch the Future," was a challenge to all of us. It was delivered on May 4, 1988, at the annual InterAction Forum. In evaluating the Forum, the 350 participants gave it their highest marks.

His speech and his responses to questions were packed with facts and insights as well as challenges. But it was the setting itself that made it so important for all of us. The Forum theme was New Beginnings, New Approaches: North/South Partnership. Fifty-three Third World participants from Asia, Africa and Latin America joined their U.S. colleagues for four days of intensive discussion. Then, on the final day, with his perspective as an astronomer and as a nationally known educator, Dr. Berendzen spoke for all Forum participants: We must learn to live as one family in our fragile, interdependent world or we will surely perish.

The task of educating and building a constituency on global issues is still a peripheral responsibility for most U.S. private voluntary organizations. But, in the company of our colleagues from the South, and inspired by Dr. Berendzen's challenge to action, we left Philadelphia with new wisdom and determination.

InterAction is grateful to Rodale International for generously joining with us to publish and distribute this important address. It focuses on critical issues in 1988, as we move inescapably toward the year 2000.

Peter Davies
President
InterAction

About InterAction

InterAction is an inclusive coalition of more than 100 American private and voluntary organizations engaged in international humanitarian efforts, including disaster relief, refugee protection, assistance and resettlement, long-term development, public policy, and educating the American public on international development issues.

InterAction exists to enhance the effectiveness and professional capacities of its members. It works to foster partnership, collaboration, leadership, and the power of the private voluntary organization community to speak as one voice as it strives to achieve a world of self-reliance, justice and peace.

Introduction

Few people today so successfully capture both the state of education in America and the prospect for the future as Dr. Berendzen. One can feel anger at the deterioration of our educational system, but more importantly, one can capture a sense of hope for change. He helps us to realize that we must understand the scope of the disease eroding the health of education before we can begin the healthful process of regeneration.

All of us as parents -- or as individuals influencing the children of friends -- are teachers in our own right, but what have we been teaching? Are we helping our youth to learn to drop out, to get by, to be part of the "rising tide of mediocrity," or to aspire to be the best they can and to contribute to making ours a healthier globe on which to live? If we expect such teaching by ourselves, are we making an equal level of teaching possible, or required, by the teachers in our schools?

Regenerating education in America requires a careful analysis of the resources we have available, and how they can most effectively be used. InterAction and Rodale International are jointly publishing Dr. Berendzen's talk at the InterAction Annual Forum in Philadelphia on May 4, 1988, because by diagnosing the problems, instilling hope and initiating an agenda for global education in America, it challenges each of us to "touch the future."

Kenneth W. Tull
Executive Director
Rodale International

About Rodale International

Rodale International, organized in 1985, is a division of the non-profit Rodale Institute, founded by Rodale Press. While Rodale International's history is short, it draws from the history of Rodale Press, its collaboration with its readers and the Rodale Research Center. Its foundation is the conviction that we can learn to live in ways that do not harm nature, but use nature's capacity to renew, heal, and ultimately to regenerate itself. Its purpose is to support the development of an international network for sharing information and technologies in the fields of regenerative agriculture, gardening, preventative health, and community development, and in building a world wide constituency of individuals interested in learning about and promoting regenerative principles and practices.

Photo courtesy of The American University

Editor's Note: Dr. Berendzen was introduced to the audience by John G. Sommer, Dean of the Academic Studies Abroad Program of the school for International Training/Experiment in International Living.

Dr. Richard Berendzen is president of The American University in Washington, D.C., and has held that position since 1980. He's also a professor of astronomy. He has been a board member of the Business Council for International Education, and former chair of the National Commission on Foreign Student Policy of the American Council on Education. He's very active, generally, in international education issues. He's testified many times before committees of the U.S. Congress, lectured widely, authored widely. Importantly to us, he's a member of InterAction's National Council, as well as being on several other boards, and he's worked very hard in the concerns that we share against hunger and underdevelopment, cooperating with the End Hunger Network, the Hunger Project, World Food Day and the presidential awards against world hunger. So I'm very happy, at this time, to introduce Dr. Richard Berendzen.

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TOUCH THE FUTURE

By Dr. Richard Berendzen

I was asked to discuss a remarkably wide range of things, a daunting topic: to talk about education generally, education in the United States specifically, and then especially development education. Big chore. It's made a bit easier, though, because some years ago Clark Kerr, the distinguished president of the University of California at Berkeley, said that in his long career he'd learned that there are really only three concerns in all U.S. education. They are: athletics for the alumni, parking for the faculty, and sex for the students. I hope I got that order right.

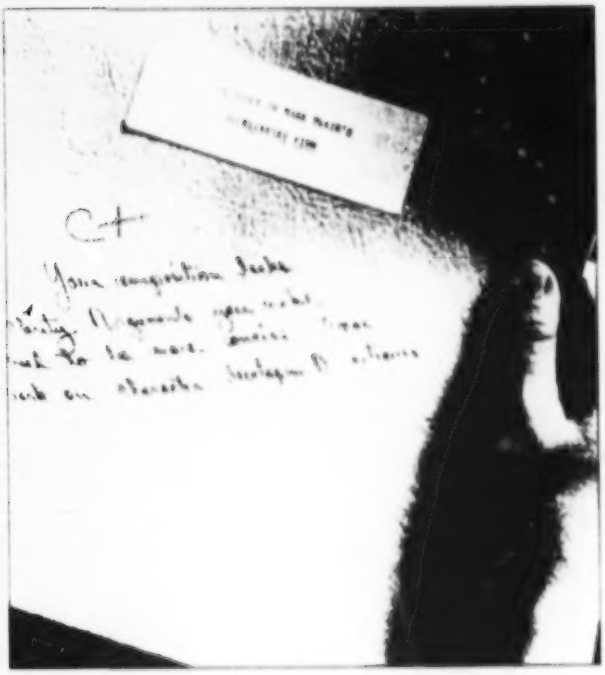
Morris Udall tells about hearing a down-home style speaker who droned on at great length. Finally, when he finished he said, "Well, those are my views and if you don't like 'em, I'll change 'em."

Well, I would like to share with you my views and I won't change them. I feel strongly about educational issues in our country today, and indeed about how they should be linked with global issues.

Please permit me to personalize this. Let's go back to a sultry, summer evening in Washington, D.C., when I drove to the L'Enfant Plaza Hotel where for several days I was to be engaged in an enthralling, unusual process. It was to help select the first ordinary citizen, the first school teacher, to fly in space. Now for me, this was exceptional indeed, because earlier on a radio program the interviewer had asked me, "Dr. Berendzen, what do you think of the Teacher in Space Program?" I paused and thought of the cacophony of problems before our nation in education. Then I said, "We need many things in education, but not a teacher in space." The interviewer was puzzled and pressed me why I had said that.

I feel strongly about educational issues today, and how they should be linked with global issues -- For 20 years or more, in international academic comparison tests, U.S. students have placed first rarely, last often.

Well, in April 1983, the U.S. Department of Education published a thin, blue-covered volume, a simple book with a simple title that jolted the American people, awakened the president, the Congress, governors, business executives and especially parents. The title was, *A Nation at Risk*. The prose could not have been more harsh. It said there was a "rising tide of mediocrity" sweeping across our public schools so vast that if a foreign power had done to us what we've done to ourselves in education, we might have viewed it as an act of war. A harsh indictment, yet facts supported it. For 20 years or more, on international academic comparison tests, U.S. students have placed first rarely, last often. And then you can look at the subjects in which they fail



so badly: Their scientific knowledge. Their command of the dominant language in this country, English. Their knowledge of humanities and of the history of this country. And their knowledge of world geography. Their knowledge of foreign languages. It all is appallingly bad.

They simply know so little. The rigor of their programs has been so embarrassingly low. And it's fair to ask why. In part, it's been a failing of the people on the front lines, the people whom we blame the most — the teachers. But the sad fact is we've expected too much of teachers. We've expected them not only to teach but even to inculcate a desire to learn. We've expected them not only to instruct but also to maintain order and prevent violence.

Also, some of the textbooks have been downgraded in quality and rigor. We Americans, of course, watch too much TV. By the time an American youngster is 18 years of age, on average, he will have spent more time watching television than he will have spent going to school, reading and studying to that stage in life. More depressing, by the time he is 6 years of age — grade one — on average an American child will have spent more time in front of TV than he'll spend talking to his father in his lifetime. What has become the new instructor and the new parent is depressingly evident.

A NATION AT RISK said there was a "rising tide of mediocrity" sweeping across our public schools so vast that if a foreign power had done to us what we've done to ourselves in education, we might have viewed it as an act of war.

Then we come to the saddest explanation of all. And none of the pundits, no Secretary of Education, as outspoken as he might be, has the courage to address it direcly. And that is that the first and best teachers anyone will ever have, ever be privileged to know, bar none, are mom and dad. The greatest classrooms of this nation or any nation are not in any school or any university. They're around the dinner tables in the homes.

Insofar as global education is to be enriched and supported, education generally must too be nurtured. The issue is to deal not just with schools but also with homes and families.

But then I saw the response to the Teacher in Space Program, as literally tens of thousands of teachers filled out the longest, most complex application I have ever seen. And hundreds

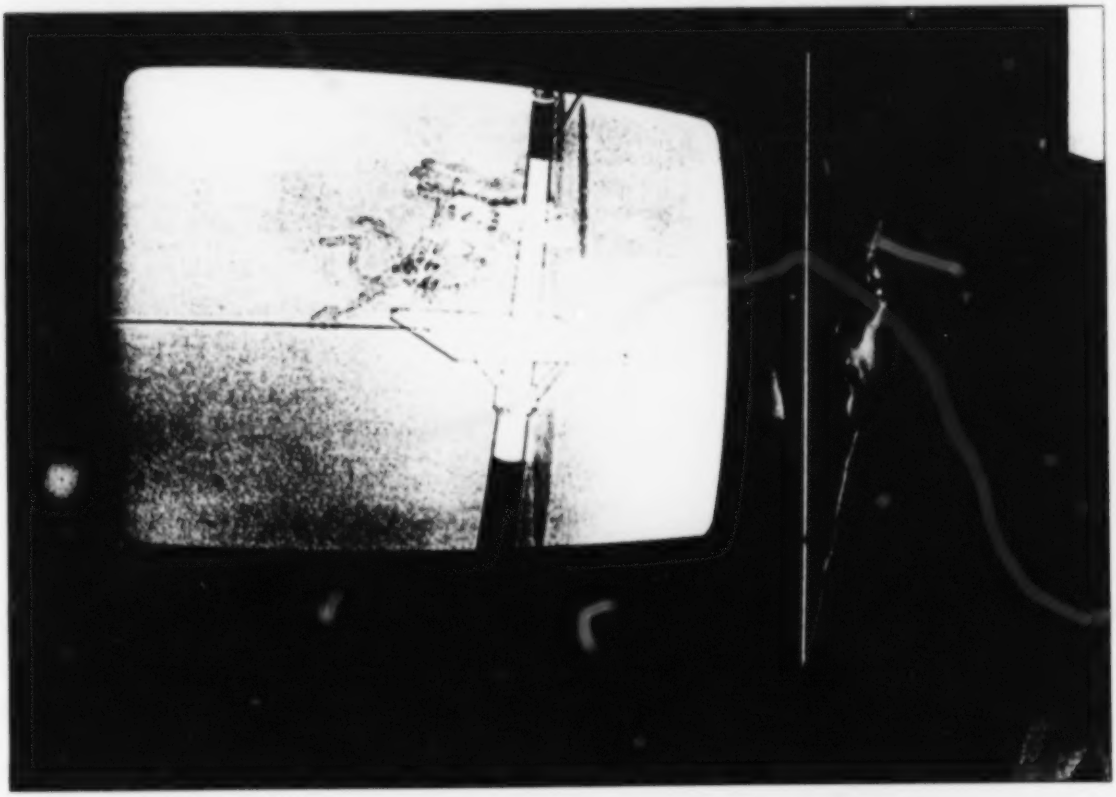
of thousands of school children wrote long, pleading letters in support of their teachers, essentially saying, take my teacher to space. And then I realized that I had been wrong — that the administrator of NASA, Congress, and the President had sensed the situation better than I. The American people deeply yearned for education, to be lifted as high as it can be, figuratively and even literally. But more is needed than just emphasis, money or standards. There also must be content and context. What, in short, should be taught and why?

Now as never before, the world links and the mega-hit against world hunger a few years ago, "We Are the World," summed it up well. Before we get to the issue of education, permit me to remind you of some cardinal forms of this linkage.

First, the United States in the world community today. In 1950, less than 6% of the GNP of this country was in foreign trade. In 1984, more than 25% was in foreign trade and growing. One job in six of U.S. production workers depends upon international trade. Forty percent of the U.S. farm crops are for export. One-third of U.S. corporate profits come from international activities. Financially, economically, socially, culturally and politically this country is intertwined with the rest of the planet, now as never before, and this linkage is growing.

Second, let's realize the importance of development studies themselves. To do that, all Americans— not so much the people in this room, you who devote your very lives, your essence to these issues, but the rest of the nation — need to understand the reality of

By the time he is 6, the average American child will have spent more time in front of TV than he'll spend talking to his father in a lifetime.



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underdevelopment in our globe. Let us compare the richest one-fifth of the planet with the poorest one- fifth. For the richest one-fifth, the average GNP per capita is $9,500 per year; for the poorest, it is $200. That is a ratio of 47.5 to 1. Educational expenditures by the governments per capita: in the richest one-fifth, $500 annually; in the poorest, $6 annually. A ratio of 83 to 1. Adult literacy rates: in the richest one-fifth, 97%; in the poorest, 42%. The number of doctors per 10,000 in the population: in the richest one-fifth, 21; in the poorest, 3. A ratio of 7 to 1. And life expectancy at birth: in the richest one-fifth, 74 years; in the poorest, 53 years.

What is the reaction in the United States when such data become publicly known and understood? Some people are shocked or dismayed. They want to help. They back PVOs (Private Voluntary Organizations), or they become PVOs. Some join the Peace Corps. But most others don't. They all, however, must face certain economic realities. In 1984, 35% of U.S. exports went to the Third World and 38% of U.S. imports came from the Third World. Poor areas of the Third World, the very poorest ones, are vitally important to this country politically, economically and even culturally. These areas often have high birth rates. If AIDS can be controlled within the next few decades, easily well within the lifetime of students today, the world's population will more than double. Most of this increase will come in the poorest nations.

The greatest classrooms of this nation or any nation are not in any school or university, they're around the dinner tables in the homes.

Let's turn to another dimension of plurality and diversity, one rarely heard in this country, yet how paradoxical that it is not. When we study diverse cultures and a global community, we need not travel thousands of miles away; let us travel only a few blocks away in Philadelphia. Let

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us examine our own country, because there are marked changes in America's own demography. There is increasing diversification of the U.S. population, economically, politically and culturally. Consider today's 5-year-old population.

Roughly one-fourth of them live below the federal poverty line — the highest proportion in three decades. More than half of all the 5-year-olds are minorities. In the year 2000, about 40% of all high school-age youth in the United States will be black, Hispanic or Asian. The enrollment in public schools — kindergarten through 12th grade — nationally will be at least 42% black, Hispanic or Asian. Those are youth that the U.S. educational system traditionally has not served well. By the year 2000, one-third of the entire population of the United States will be black, Hispanic or Asian.

I was discussing 5-year-olds. This is 1988; 12 years from now begins the next century. They will be 17. They should be high school seniors. Will they be? Not if current trends hold. Roughly 25% of all students in the United States today drop out. That is about 1 million students per year, most of them never return. This costs taxpayers $77 billion per year in welfare, crime and loss of revenue from taxable income that thoseindividuals might be making. In the inner cities of our largest cities, where the poorest youngsters often live, the drop-out rate is more than 50%. In Boston, in many respects the cradle of education in this country, more students drop out than graduate. In Detroit, twice as many drop out as graduate. When the 5-year-olds of today reach high school, more than two-thirds of their

The class of 2000: If current trends hold, 25% will be dropouts. Forty percent will be black, Hispanic or Asian, and right now one-fourth of them are living below the federal poverty line.

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mothers will be working, usually full-time. These are classic latchkey children. There is nothing wrong with working mothers; the problem is an inordinate fraction of the children will have no father in the home. And if current trends hold, at least one-fifth of the females who today are age 5 will become mothers while teenagers. Every day, 365 days of the year in the United States, 40 teenage girls give birth to their third child. The U.S. has by far the highest teen birth rate in the industrialized world, twice as high as any other industrialized country.

Financially, economically, socially, culturally and politically, this country is intertwined with the rest of the planet, now as never before, and this linkage is growing.

So before we examine the globe fully, perhaps we should examine our own nation. It is becoming more complex, more diverse than ever before.

There are two major forces affecting the U.S. today and we should be cognizant of them. First, increasing internationalization and interrelatedness among nations and peoples; and second, increasing diversification of the U.S. population itself.

In this context, what do we learn that might be addressed through global education? We should begin at the beginning. The public must understand the importance of global considerations—the kinds of things that PVOs can understand and can explain uniquely well to the news media, policymakers, business executives and others. Next, parents must understand the importance of global education to themselves and their children. Next, colleges of education must prepare teachers to teach about diverse cultures. And then we turn to the elementary and secondary school levels.

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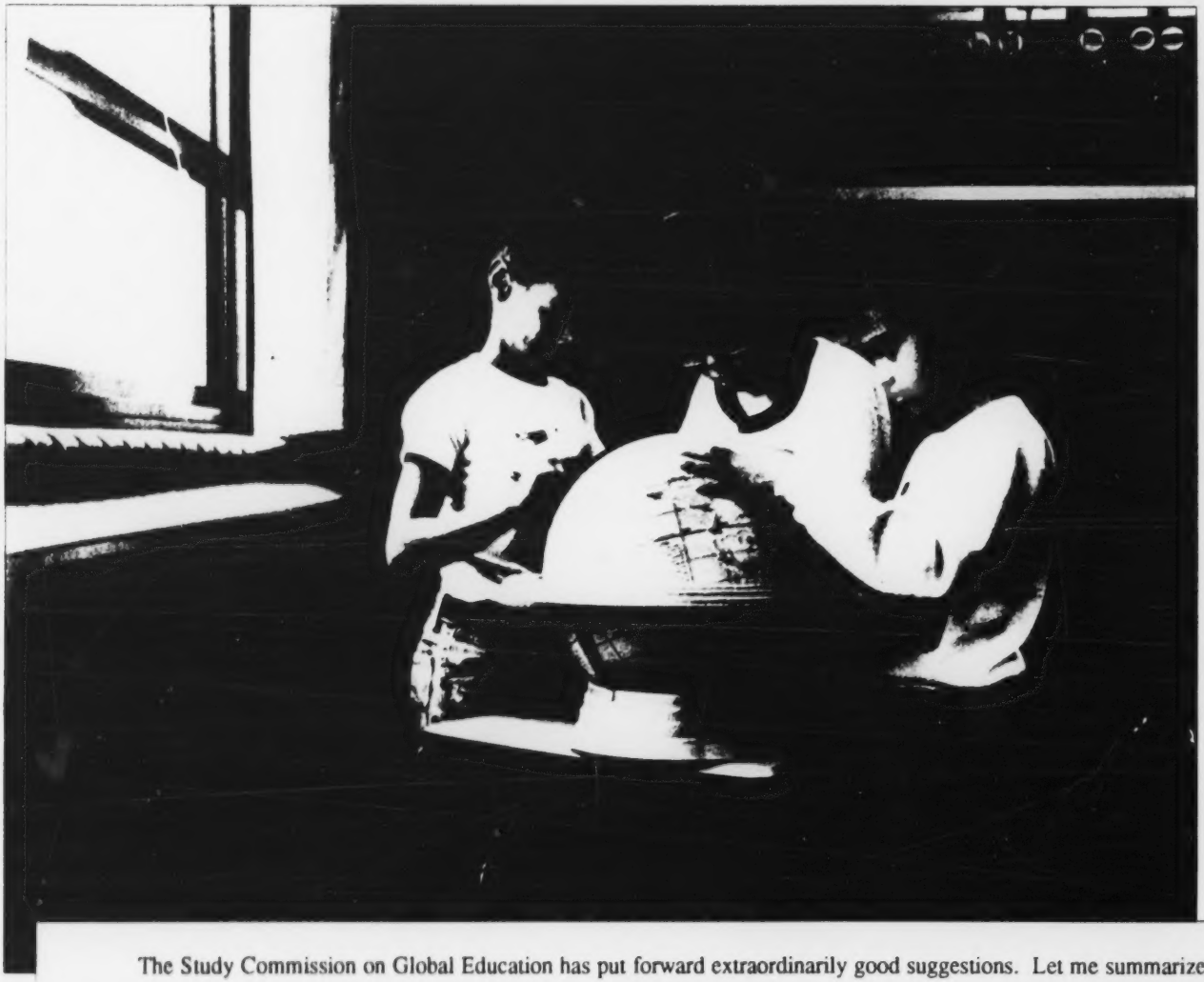

The Study Commission on Global Education has put forward extraordinarily good suggestions. Let me summarize but a few of these. At the ***elementary school level*** in the United States there should be:

- **Greater examination of a variety of cultures, both past and present, at home and abroad. And knowledge of the tools needed to carry out such an examination.**
- **Knowledge of the basic values expressed in our nation's political and economic institutions and their place in world history and experience.**
- **Acquaintance with the history, art and literature of our own culture and of other cultures.**
- **Communication skills, including awareness of and appreciation for languages other than English.**
- **Knowledge of basic physical and cultural geography.**
- **Introduction to basic concepts of social studies, such as interdependence, conflict, context and multiple perspectives.**
- **Practice in social interaction skills, including cooperative learning methods, listening and looking at things from other people's points of view, that may lay the groundwork for participation in democratic decisionmaking.**
- **Activities that increase awareness of beliefs and values, both the student's own and those of other people.**

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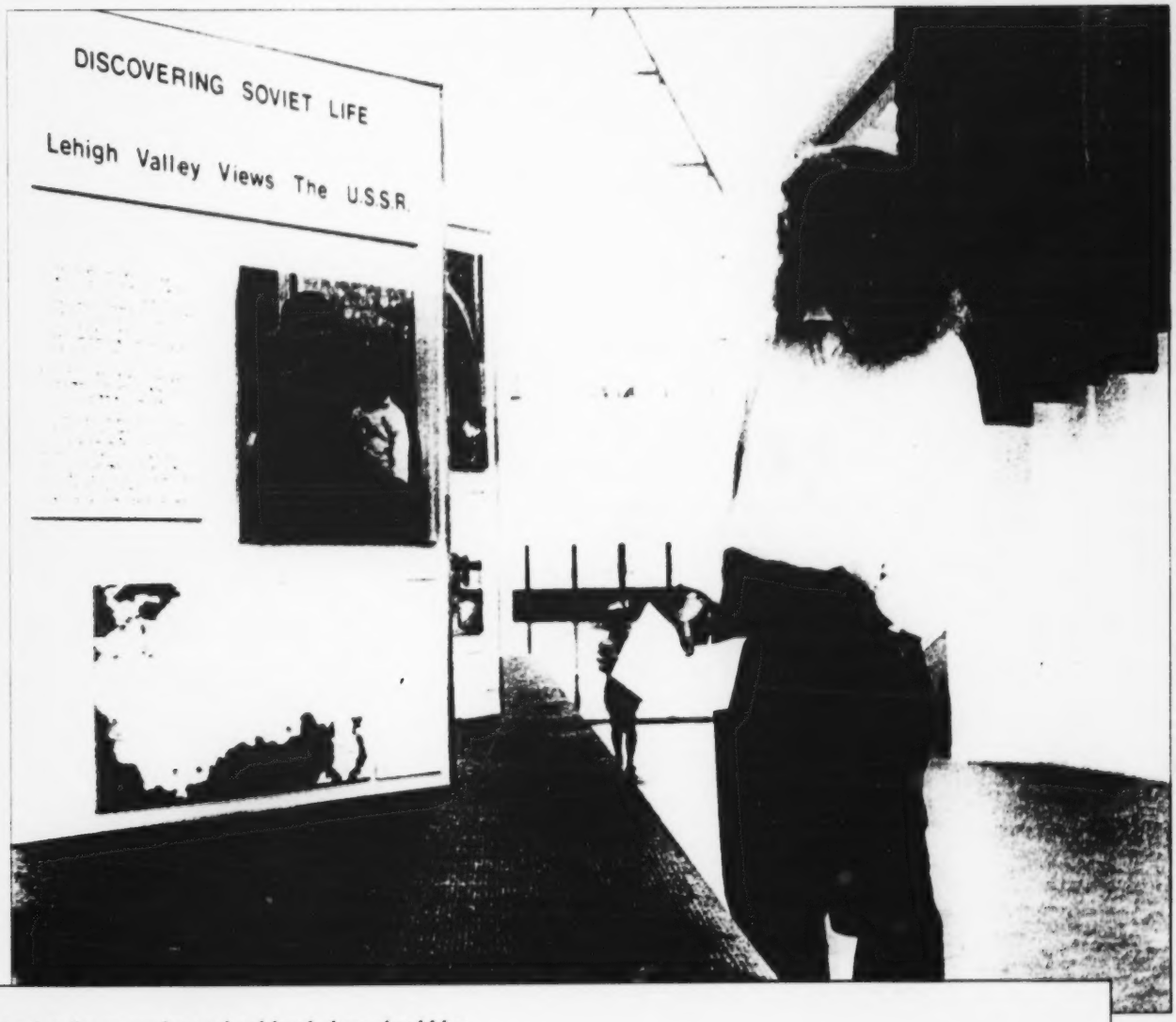

And at the ***secondary school level*** there should be:

- **Study of the heritage of western and other world civilizations, including those of Africa and Asia and Latin America. Such studies should include cross-cultural connections and historical interactions.**
- **In-depth study of at least two other cultures, including a non-European culture, in addition to that of the United States, to be selected at the classroom or local level.**
- **Continuing study of physical and cultural geography of the world and advanced study of the world as a physical system and as a biological system.**
- **Acquaintance with the basic facts and concepts of our own economy and of global economies, including local participation in the world economy and of comparative economic systems.**
- **Study of and experience with the processes of U.S. government and citizen participation in the development of public policy. Study of comparative political systems.**
- **Study of language, particularly including English in its cultural context and as a means of entry into understanding high culture generally.**
- **In all of this, the first priority must be an understanding of and appreciation for American society.**

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Then we turn to ***higher education***. Some curricula debates have been dramatized recently; no doubt you've read about them in the press. Stanford University has re-examined its mandatory core curricula, asking how much should be devoted to Western civilization. The U.S. Secretary of Education, William Bennett, traveled to Stanford and is reported to have said that in his view the whole issue was being promoted by Marxists and feminists. He was supported by George Will and was attacked by other columnists.

I think that in all this discussion, three cardinal issues have been ignored.

- **First, what normally is called Western civilization should, in fact, be the keystone of U.S. education. The traditions of Aristotle and St. Thomas Aquinas, of Dante and Shakespeare and Newton, should be an integral component of the education of everyone in this country. Indeed, those of you who are from other countries probably will agree that those studies are incorporated in your curricula, too, because a well educated student in the Soviet Union, Kenya, Argentina, anywhere in the world, will study some components of Western culture. So to drop them entirely or even in large part simply will not do.**

- **Second, as never before the United States is part of a global village, is a part of an interdependent world. It is absolutely imperative for our youth to understand this nation, in context, how we're similar, how we're different, and how we link.**

- **And third, I saw an Op Ed piece in the Washington Post last week that said before we can understand the world, we must understand ourselves. This is a logical perspective, but it raises a fair question. Who are "ourselves?" A large fraction of youth of America, when they look in a mirror, do not see a reflection of a person of European heritage, or to be sure, of a male. Increasingly, students will raise a tough question. Have there never been, good, worthwhile ideas, concepts and developments made by anyone like me? The answer, of course, is yes. And this work should be incorporated, must be incorporated, in our college curricula.**

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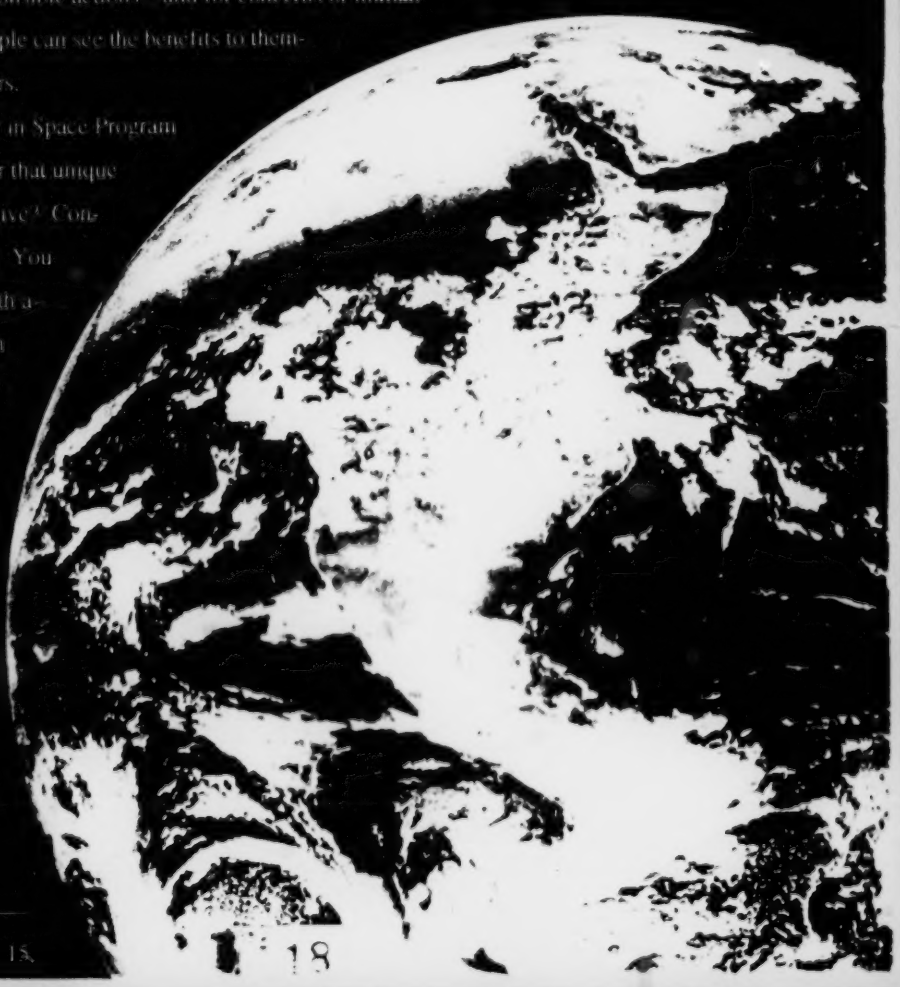
U.S. students, the U.S. public, and U.S. leaders must understand the Third World. "U.S. people must study the globe and how this nation fits into it." The responsibilities, however, fall on many people including PVOs and NGOs (Non-Governmental Organizations) too. Save the Children, World Resources Institute and others have published excellent suggestions for PVOs in this context. There are a few examples:

First, you should provide salient, up to date, reliable information to the public, the news media, government officials and educators. Next, you should demonstrate the relevance of these global issues to the quality and the security of life in the United States. Without an understanding of that relevance, the education simply will not be embraced or given. Next, you should promote concern for equity and justice and respect for diverse cultures and traditions. This is something you know and appreciate; you can be educators in that. Next, you should suggest ways that people and groups realistically can be involved. A few years ago, with the famine in Africa, with the Live Aid concert, I met with students whose hearts went out to people who had far less than they. And these U.S. youths had heard stinging criticism that they were all yuppies, wanting nothing but Gucci's and BMWs. They felt down deep that they ought to give something back to a larger society, but they'd ask me plaintively, "what can I do?" And I was unsure how to answer. They could write a check or volunteer their time. But we need advice from you who know the situation first hand, to tell them and to tell educators.

U.S. people must study the globe and how this nation fits into it.

And what are the purposes of all these efforts? For global peace, for understanding, and for quality of life itself — for more sensitive, aware, and responsible actions — and for concerns of mutual rather than individual interests, so that people can see the benefits to themselves as well as the ethics of helping others.

Well, let me return to the Teacher in Space Program for a moment. If you were an applicant for that unique opportunity, what lesson plan would you give? Consider this for a classroom unlike any other. You wouldn't have 30 chairs in front of you with a blackboard behind you. You now, from an altitude of 500 miles, would look down on the entire globe. Your audience, your classroom, would be literally billions of people. What lesson would you attempt to teach? The least interesting, the least worthwhile one, I believe, would be the effects of zero gravity. More interesting would be to note your perspective. Astronomers, like me, presumably look out; we can and we do. But from the vantage point of a space platform, we also can look down.



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We can and we do. And when we do, what we see is strikingly different from what we normally study. We no longer see the multi-colored map of the geo-political theorists; rather, we see what we should have known was there all along — planet number three around a star we call the sun. We see spaceship earth, a beautiful blue marble in the black eternal night. We see a small, finite, fragile, shared world. To be sure the nation states will remain always, as they should; our pride in our own homes will remain, but we live in an intrinsically coupled world.

And then we could fairly ask, "Why should we even care?" You PVOs dedicate your lives, often without adequate recognition, because you believe in what you do. But it's fair to ask why should others? And why should this be taught? Why should we care about teaching, knowledge, understanding and imparting of these values to others at all? Permit me, finally if I might, to personalize that, too.

The nation states will remain always, as they should; our pride in our own homes will remain, but we live in an intrinsically coupled world.

It was the last evening in the selection process for the teacher in space. The L'Enfant Plaza Hotel in Washington on a muggy, sultry, summer evening. And I seriously wondered whether any teacher, any ordinary citizen would be up to that task. Would that person be able to withstand the withering investigation of every reporter from the BBC to ABC, from the *London Times* to the *Los Angeles Times*? So I decided to bait them. And I met with a young woman from New Hampshire. She wanted the opportunity almost more than her words could describe. And I said "Christa, why do you care so much? In a society in which bond issues are not passed, teacher pay scales are too low, society generally does not recognize and respect educators and the people do not sufficiently devote their time and devotion and lives to supporting youth, why do you care?"

With mist in her eyes and yet a strong voice, she looked back at me and said, "But you've got to understand, I touch the future. I teach."

She did. In your own unique and exceptional ways, you do, too. And literally the children are the future.

Meeting the Challenge: Worldwise 2000

JOHN SOMMER: Speaking of people who touch other people, thank you very much, Dr. Berendzen. It's very hard to know what to say in follow up to that. We have seen a superb example of how those of us in this room who have been in the development and refugee and relief business over the years have allies in other fields of endeavor in this country, in the education field in this case.

...the decade beginning in 1990 will be dedicated to promoting international understanding, cooperation, and responsibiltiy among the citizenry...

Since September 1987, a group of concerned and optimistic individuals who believe that we can meet this challenge has been working on a national campaign to help Americans in all walks of life to understand the interdependence of nations and peoples and enable them to think and act on that understanding. This campaign has been named **WORLDWISE 2000: A Decade for Global Understanding, Cooperation, and Responsibility.**

What is WORLDWISE 2000? According to the plan that has emerged, the decade beginning in 1990 will be dedicated to promoting international understanding, cooperation, and responsibility among the citizenry of the United States in order to:

- **reinforce the understanding that we are citizens simultaneously of the United States and of the world;**
- **underline the relevance and impact of world trends in our everyday lives;**
- **increase a sense of personal and national responsibiltiy for thinking and acting in global terms; and**
- **stimulate individual and collective behaviors and policies that reflect this reality.**

WORLDWISE 2000, as currently planned, will be a broadly based, non-governmental, non-partisan movement declared by the citizens of the country through a coalition of participating organizations. On the broadest national level, **WORLDWISE 2000** will consist of a number of highly visible national events. These events will provide a framework to enable hundreds of organizations to carry out more effectively their own programs at both the national and local levels.

So this is one way that one group has felt that we could begin to take some action on some of the ideas and the very clear need that Dr. Berendzen has been outlining and that others have felt, not quite as articulately, for some time. And with that I'd like then to invite, on Dr. Berendzen's gracious behalf, any questions that you may have.

Questions and Answers

QUESTION: I'm Mwalimu Musheshe. I come from Uganda and I head the Uganda Rural Development and Training Project. What showed up for me this morning and through this seminar, the workshop, has been that we are getting more into grips with what really affects us at the global level. I was looking at the education system in Uganda and we are all concerned about its design and how for a time it has failed to address the real issues of national development and especially rural development. I think now we are coming up, as you observed with the idea it's not just out there in the Third World that things are really going wrong, but even here. The question is, how can we here in Africa and how can you there in the States work together and create a turnabout? How can we integrate development, per se, education, and training and skills so that those issues are really resident with the people? This is an area where all of us can cooperate and come up with something real good for this world, something we want to see happen.

BERENDZEN: Here in the North, and indeed in the Third World, the South, it strikes me that the form of education must be a two-way one. I can tell you as a professor that maybe I've transmitted some information to the students but I can assure you that the students always transmit information to me. I think that before you can teach you must first learn. And I have the feeling that the flow of information in the educational process is not, must not, be north to south, but south to north. It's north and south, it's east and west. In short, we all have a lot to learn from each other. One of the difficulties has been that we have not gotten together often enough to do it and to do it with that kind of perspective. And while air travel and hotels are rather expensive, television is far less expensive and I would think that in the future, one of the main ways that global education is going to be facilitated is right there in that camera. It's cheap, it's fast and it turns the entire planet into a global community.

In short, we all have a lot to learn from each other.

Last night I was on ABC Nightline. I think one of the hallmarks of that show has been the way that they've been able to demonstrate that Ted Koppel can sit in Washington and have someone else in Hong Kong, someone in Nairobi, and they can all be talking together at the same time and the entire planet comes into one focus on one 21-inch screen. I would suggest that TV should be the main source of this global educational forum in the future.

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QUESTION: I'm Ned Ruan, Winrock International. We hear from some these days that we're winning the war against drugs. On the other hand, as we look at what's going on around us, Washington, D.C., as an example, the evidence would indicate that that's not so. That rather than winning, we're probably going the other direction. Many people talk about what you can do through public education. Would you have any comments on that?

BERENDZEN: You've touched on a theme that is deep to my heart. For the last of several years I've been increasingly concerned with the plight of what is called the "at-risk youth." Part of the concern on drugs is that it hits all sectors of American society, the best educated, the most affluent. That's true and we should admit that. But it is also true that to a disproportionately high level, that painful problem, like many others, hits the economically, socially and educationally disadvantaged the most painfully of all. In the United States, we may be developing a large and growing economic underclass. What terrifies so many of us now is that it might be something that no American would ever want to admit could exist, and that it is a permanent underclass.

Part of the concern on drugs is that it hits all sectors of American society.

We Americans believe, deep in our soul — it's part of our tradition — that with effort, with hope, with caring, with awareness, any problem is solvable. Pick the problem, we'll achieve it. John Kennedy, against the advice of his science advisors, said we'll put men on the moon and return them safely by the end of the decade and we did. We set a challenge and we met it. We had adversaries in Europe and in Asia in the Second World War. It seemed daunting yet we did it, along with our allies. But in this case, it is a new challenge.

A diagnosis the United States traditionally has used to measure the economic and social progress of other nations has been infant mortality rate. What proportion of the babies live to their first birthday? By that measure the United States is now 19th in the world. There are 18 other nations that have better infant mortality rates than does the United States. If we were to consider the inner cities of our largest cities to be like nations, they would be 30th to 40th in the world. They look very much like the Third World.

With respect to drugs, despite all of our wars on drugs, going back over the years, we have made little progress apparently for at least two or three obvious reasons. Number one, the demand is too high. People in all levels of affluence — Wall Street brokers, bankers, maybe university presidents, I don't know who all — ask to use drugs. Insofar as the demand exists, surely the supply

will exist too. Number two, countries have found it in their own economic welfare to provide drugs. They have permitted them, and the U.S. government has failed to curtail their flow in. And then we turn to the painful problem of young children. This, I think, is one of the saddest stories we know. You mentioned Washington, D.C. Since January of this year, the nation's capital has averaged about one murder per day. By March of 1987, Miami already had had more murders than occurred in all 1987 in the nation of Great Britain. The United States is undoubtedly the murder capital of the industrialized world. And who is murdering whom? A very substantial fraction of both the people committing the crimes and the victims of those crimes are children.

Why do you want to stay in school when you are 13 years of age in an economically and socially disadvantaged environment and hope someday that you can work in McDonald's and make $3.50 an hour, when right now you can sell drugs and make $500 a day?

A year or two ago, Bill Moyers interviewed young inner city youth about their role models. Perhaps they'd say if not some illustrious person from the past, a Lincoln, then at least some current figure on television, a sports star, celebrity, a rock artist. No, their number one role model was the local drug dealer for, you see, he had made it. He was from the community, he had everything you could want: a car, jewelry, women, fancy clothes. What more could life bring you? Why do you want to stay in school when you are 13 years of age in an economically and socially disadvantaged environment with the hope someday that you can work in McDonald's and make $3.50 an hour, when right now you can sell drugs and make $500 a day? We need other incentives for these youth.

During the last year, I've had the pleasure of chairing the education committee of the Metropolitan Washington Board of Trade. It's an assemblage of business executives stretching from Baltimore to Norfolk and from the ocean to West Virginia. We're attempting to get the business community to work more closely with homes, families and schools. Part of what we want is a reward system. We want youngsters who have grown up in communities without long-term perspectives, where they have not seen things beyond a Saturday, we want them to begin thinking in multi-year terms. In Boston, for example, they started a program that basically says to youngsters: If you'll stay in school so many days a year, if you maintain this grade point average and keep free from drugs, we in business will guarantee you a summer job, at this wage. You'll move into a genuine professional career. If you do so through the 12th grade, we'll even pay your college tuition.

QUESTION: My name is Eugenie Aw. I come from Senegal. I am a member of the Africa Peace Tour, and we are some people coming from Africa and some Americans working on African issues, and each year we choose a part of the United States and we try to reach a university, or a high school, or some other kind of agency, to speak about our life in Africa and how we consider the relationship between the United States and Africa. And we have discovered a huge ignorance about Africa -- People who say Africa is a jungle, a continent of the darkness. My question to you is, how is it possible to come together and to discuss this issue? If we want really to have another kind of world, we have to discuss the issue of education and communication.

BERENDZEN: With respect to perceptions about your continent, I think one of the best things that those of you from Africa, and PVOs who have had experience with Africa, could do would be to work with education groups here in the States. I think you'll find that many of them are very receptive. The National Education Association and the American Federation of Teachers, for example, both of which deal with elementary and secondary levels, I suspect would welcome you to talk to their groups. At their annual congresses they have thousands of people, perhaps 10,000 or more, who attend. A session or two about what ought to be taught about Africa would be good. But you're going to have to provide information and perspectives.

We have discovered a huge ignorance about Africa.

At the higher education level, the American Council on Education, the American Association for Higher Education, the Association for American Colleges, the National Association of Independent Colleges and Universities, and many other groups might welcome you to their annual meetings. Most of them are headquartered in Washington, D.C., close to DuPont Circle. So a visit to Washington might be beneficial for you and beneficial for students.

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QUESTION: My name is Carolyne Long. I'm from InterAction. The '50s were characterized as an isolationist era for the United States, and people of that generation were considered silent. And yet when John Kennedy, in his inaugural address, said, "Ask not what the country can do for you but what you can do for the country," thousands of us came out of the woodwork and sent in our applications in a flood. In the last few years we have read a lot in the media about this generation of university students who are preoccupied with getting business degrees and getting good jobs. We're moving again into a kind of isolation. Can you, who are at such close range at the The American University and on other university campuses, say a few more things about the thinking and motivations of these young university students? Is that perception of today's youth accurate or, as I really think, is there in all of us a yearning to make a difference?

BERENDZEN: Excellent point. I might make this the last question and give some detail on it. For the last quarter century, the American Council on Education has polled incoming freshmen across the country about why they want to go on to college. The dominant answer a quarter of a century ago was, "I want to find a meaningful philosophy of life." For the last several years, however, the overwhelming answer has not been that; instead it has been, "I want to find a career, a profession, a job, I want to make money." What compelled that, of course, was high inflation in the '70s. Inflation was first measured in the United States in the teens. Inflation rose more from 1970 to 1980 than it did from the teens until 1970, which included two world wars and the Great Depression. Youngsters growing up during the late '70s and the early '80s, with the recession, heard a drumbeat from the news media, from high school counselors, indeed from their parents saying, "Worry about a job, worry about a career. Tuitions are high, don't tell me about a philosophy of life. Are you going to make money?" By the late '70s it seemed that youngsters were not going for education but for certification; they were going not to learn but to earn. Sometimes fiction can foreshadow reality. You recall that in the Wizard of Oz, the wizard in his great wisdom did not give the scarecrow what it asked for. The scarecrow had asked for a brain. The wizard instead gave him a diploma. He said that's more important. By the late '70s and early '80s, it began to seem that that was what the universities were really about.

"I want to find a career, a profession, a job, I want to make money."

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Well, I meet with our incoming freshmen every year and a week or so ago I met with freshmen who will start with us this September. I wanted to talk to them. One issue that seems to be missing in U.S. education today is a sense of absolutes, a genuine appreciation for values. This was encapsulated beautifully in a commencement address last year at Duke University by Ted Koppel. He reminded the graduates that there are absolutes, and traditionally people have known that and respected that. He reminded them that God did not give Moses 10 suggestions. He gave him 10 commandments. Those are absolutes!

Well I said to our freshmen, let me give you 10 suggestions. I won't take the time now to share my speech to the freshmen, but I will give you a snapshot.

- **Suggestion one: Freshmen, keep your roots.** Wherever you came from, whoever you are, whatever your racial/ethnic background, your gender, it's right for you. As you walk about the monumental city of Washington and you experience the flavor, the excitement of that city, you might pause and in the quietude of your own mind wonder, am I right, do I fit in? The answer is indelibly yes. For that background, your roots, have defined you. Keep them, treasure them, and respect them.

- **Suggestion two: Discover the world.** Wherever you came from, whatever your background, student, you intrinsically are chauvinistic, whether you realize it or not.

- **Suggestion three: Learn to save.** In the United States, we save only 2% to 3% of our revenue; in Japan, 10% to 15%. But there's something more important than money to save, it's to save feelings, impressions, love, to save the interaction that one person to another, the feelings you have when a young woman from Africa speaks eloquently and passionately about her continent, this continent, and linking of the globe. Save that, too.

- **Suggestion four: Learn to give.** I said, students, whether you realize it or not, you're a special and privileged and elite group. We in the United States shy away from that non-democratic sounding word elite, yet it is accurate. These students come from the economic upper strata of our society. They've attended the best schools. They were academically in the top percentiles of their graduating classes. With the opportunities they have comes a responsibility. It's a responsibility to give back. You mentioned John Kennedy's eloquent speech. He first saw those lines in a book he read as a student. In its original form, in a now obscure book written at the turn of the century, the words were, "A good alum will not ask what can my alma mater do for me, but what can I do for it." Kennedy had been so taken by that idea that he resolved that if he ever had the opportunity to weave it into a cardinal address, he would. And so his speechwriters used it. It became his most memorable quote.

And whether at the turn of the century, or in 1961 in an inaugural address, or with freshmen in 1988, the idea had relevancy then, does now, will always. These youngsters have to give back.

- **Suggestion five: Learn even more to appreciate your family.** Oh, you know them, like them, love them, even tolerate them. But there is more than that. I gave the gradu-

ates a final assignment. Before dawn the next day, have the grace to pause and say what you know you ought to say to your family: "Thank you for making it possible for me to be here, to study, to graduate and to improve my life."

• **Suggestion six: Learn better to appreciate your peers.** Thirty years from now, they will be the future teachers and scientists, Pulitzer Prize winners and senators, Cabinet members and leaders in arts and industry around the world — it would be good to get to know them now. But there is something more about appreciating peers, too. Recently, the Japanese wondered why some of their quality circles performed better than others. So they asked the leaders: "Why do you perform so well? What is your reward?" The questioners had expected it was pay, but soon recognized that it was not. What inspired these leaders so much was a simple, continuous refrain: "I did not want to let my colleagues down." Learn to appreciate your peers.

• **Suggestion seven: Appreciate the beauty, the dignity, the uniqueness of a university.** You may live on a campus for years and know it well, but do you really know it? The university is part of the city, but is separate from the city. A university is a pristine and special and wonderful place. It is not just for education and training; it is for the exploration of ideas. It is not so much a place to find answers as questions.

• **Suggestion eight: Within the next week, visit a library.** But this time, go not to write a paper, do an assignment or even read a book. Rather, go to sense where you are. Take a book at random off the shelf, hold it and understand what you have — tens of thousands of words, whether wise or foolish, which were crafted by someone like you, someone who grew weary at night and worried about approval of friends and family and critics, and yet persevered. And so have the people who created art and architecture and law and science and all that we know. Fair question: At the end of your days, using the education you have obtained from your university, or your life, how will the world be better because you were educated and because you lived? Along the way, learn the truth of Emerson's dictum: "There is no such field as history; there is only biography."

• **Suggestion nine: Learn the power of the most important word in education, one of the most important words of life: discipline.** Alfred North Whithead, the great philosopher, used it well in one simple sentence decades ago: "Education is discipline for the adventure of life." So, to have the adventure of life, you should have education and discipline.

• **Suggestion ten: Learn the power of MBO - Management by Objectives.** This university, corporations, government agencies and others use it all the time. They set multi-year plans. What a strange thing to suggest to undergraduates! And yet, it can apply to you, too. Your final assignment: Before today is out, take a small piece of paper and, privately, write on it your goals, your aspirations — what you hope to achieve in the next five years. This will be your personal MBO, applying your education and your discipline to achieve your objectives. Five years from now, retrieve it. And then, I would like you to remember what you had hoped to achieve with your education.

Thank you.

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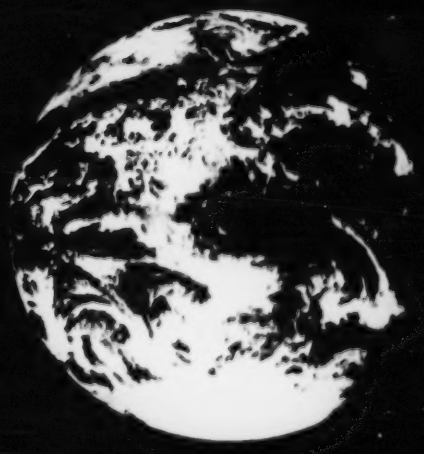

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